

**CONFIDENTIAL - CRITICAL ATTRIBUTES FOR THE EFFECTIVE TEACHER INVENTORY**  
**Performance Rating Scale - (For Mentor Teacher Coordinator & Intern's Record Only)**

Aug 09

Performance Rating Scale	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Need Help	Have A Plan	Plans Work, But Some Changes Are Needed	Confident My Plans Work & I Can Share My Ideas With Others

Intern Name: \_\_\_\_\_ Mentor Name: \_\_\_\_\_

**Directions:** This self-evaluation is to be completed by the intern, and discussed with the mentor, three times per year as indicated:

**#1 = Initial Self Analysis/Beginning**

**#2 = Mid Year Self Analysis/Ongoing**

**#3 = End of Year Self Analysis/Final**

**Initial inventory completed in Aug/Sept with mentor. Updated again in January and May of the same school year.**

1 ____ 2 ____ 3 ____	<p><b>1. <u>Classroom Climate:</u></b> Every act in a classroom sends a message. Your classroom is a reflection of your personal style. An effective classroom has an achievement atmosphere created by the teacher.</p> <p align="center"><b><i>I model appropriate behavior concerning language, dress and attitude. I have developed strategies to establish a positive work climate in my classroom. My students will understand that learning requires personal effort.</i></b></p>
1 ____ 2 ____ 3 ____	<p><b>2. <u>Classroom Organization:</u></b> Within space constraints, the teacher can design a functional classroom configuration to optimize student learning. Instructional materials are organized, easy to access, and maintained in a good condition.</p> <p align="center"><b><i>I know how to effectively arrange my classroom and have a procedure to handle student materials that is secure, efficient, and practical.</i></b></p>
1 ____ 2 ____ 3 ____	<p><b>3. <u>Teacher Organization:</u></b> Three-fourths of the things you accomplish each day are determined before you enter the school door. A clear lesson design leads to the desired outcomes.</p> <p align="center"><b><i>I have my teaching materials ready, and my lessons planned well in advance, to establish positive patterns in my students.</i></b></p>
1 ____ 2 ____ 3 ____	<p><b>4. <u>Teacher Image:</u></b> With some students your reputation precedes you. With others you are an unknown. As a professional educator, your behavioral image conveys the things you value. Teacher attitude, desire, and demeanor send important messages.</p> <p align="center"><b><i>I am prepared and understand how to introduce myself, dress appropriately, and get the appropriate response from students.</i></b></p>

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1 ____ 2 ____ 3 ____	<p><b>5. <u>Student Management:</u></b> A management strategy that handles students when they arrive in the classroom helps establish a work-oriented environment. Positive reinforcers, something a student wants, increases the probability a positive behavior will be repeated.</p> <p align="center"><i><b>I have a seating chart and a plan that gets students to their assigned seats and on task right away. I use a variety of reinforcers that are things the students desire to promote positive student behaviors.</b></i></p>
1 ____ 2 ____ 3 ____	<p><b>6. <u>Student Control:</u></b> Students must understand and learn appropriate behavior. Control of the classroom is the first step in creating an effective learning environment.</p> <p align="center"><i><b>I have a discipline plan that defines rules, explains consequences, and rewards appropriate behavior.</b></i></p>
1 ____ 2 ____ 3 ____	<p><b>7. <u>Giving Directions:</u></b> The way a class reacts to your first set of directions will be an indication of how they will respond to directions the rest of the year.</p> <p align="center"><i><b>I know how to teach the first set of procedures that will give me the response I will accept from my students.</b></i></p>
1 ____ 2 ____ 3 ____	<p><b>8. <u>Instructional Focus:</u></b> The first priority, when class starts, is to get students to work.</p> <p align="center"><i><b>I have a work expectation plan that is taught and modeled the first day of school and is reinforced each day thereafter.</b></i></p>
1 ____ 2 ____ 3 ____	<p><b>9. <u>Time on Task:</u></b> Prime-learning time in a classroom is the first and last ten minutes of a class. The most difficult learning time is in the middle of the class.</p> <p align="center"><i><b>I have developed instructional strategies that use time productively</b></i></p>

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1 ____ 2 ____ 3 ____	<b>10. <u>Record Keeping:</u></b> Effective teachers have a system to gather and record information about a student's personal life and academic progress.  <i>I have a planned procedure to acquire, process, and maintain a record of each student's personal life and progress in class.</i>
1 ____ 2 ____ 3 ____	<b>11. <u>Collaboration:</u></b> Effective schools need cooperative efforts from all staff members.  <i>I associate with a network of professionals in order to address problems and find solutions together.</i>
1 ____ 2 ____ 3 ____	<b>12. <u>Content Knowledge:</u></b> Effective teachers have a deep understanding of course/subject content and diverse resources to deliver it.  <i>I accurately convey the fundamental information of my discipline, making connections between content and other disciplines, using the best known practices and technology.</i>
1 ____ 2 ____ 3 ____	<b>13. <u>Planning:</u></b> Effective teachers consistently plan lessons and units based upon important principles of learning and understanding.  <i>I establish clear goals for learning the NYS Core Curriculum and standards, using the Principles of Learning (anticipatory set, motivation, modeling, active engagement, closure), at the correct level of difficulty and pacing.</i>
1 ____ 2 ____ 3 ____	<b>14. <u>Delivery of Instruction:</u></b> Effective teachers deliver instruction in on organized, properly paced and focused upon key learning objectives.  <i>I teach objectives in an organized and logical manner, using a variety of strategies to fit student learning styles, and self-monitor my delivery to adjust instruction as needed.</i>
1 ____ 2 ____ 3 ____	<b>15. <u>Differentiated Instruction:</u></b> Effective teachers differentiate instructional practices based upon an understanding of student development and diversity.  <i>My lesson structure incorporates diverse student backgrounds and interests, using meaningful and developmentally appropriate tasks that engage students</i>

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1 ____ 2 ____ 3 ____	<p><b>16. <u>Critical Thinking:</u></b> Effective teachers foster student understanding by utilizing higher order questioning and tasks that engage students in critical reasoning processes.</p> <p><i>I use questioning practices that reflect the full range of Bloom's Taxonomy (knowledge, comprehension, application, analysis, and synthesis), non-linguistic representations to help students construct meaning, and strategies that require student identification of similarities and differences (i.e.: comparing, classifying, analogies).</i></p>
1 ____ 2 ____ 3 ____	<p><b>17. <u>Assessment:</u></b> Effective teachers utilize multiple instruments providing sufficient evidence, student feedback, and opportunities for students to demonstrate proficiency.</p> <p><i>I have an equitable student grading system base on clear learning goals, multiple assessment instruments and formats that provides timely feedback to students.</i></p>
1 ____ 2 ____ 3 ____	<p><b>18. <u>Student Feedback and Reflection:</u></b> Effective teachers provide students with immediate/current and ongoing feedback. They allow students time to reflect on their own self-improvement while simultaneously reflecting on improving their instruction to improve student achievement based on the results of student learning.</p> <p><i>I have a system for providing students with relevant feedback, allow students time for reflection, and reflect personally on my own teaching and what I need to do in order to improve student learning.</i></p>
1 ____ 2 ____ 3 ____	<p><b>19. <u>Staying Current/Continuous Improvement:</u></b> Effective teachers constantly examine educational literature to adapt, develop, and refine educational practices, based upon continuous reflection of their own teaching practices, and engage in appropriate professional development.</p> <p><i>I reflect on a regular basis and take advantage of all professional development opportunities.</i></p>
1 ____ 2 ____ 3 ____	<p><b>20. <u>Parent Communication:</u></b> Effective teachers readily communicate timely information of student progress to parents.</p> <p><i>I initiate and maintain positive, consistent contact with parents that is timely and provides course information, grading practices, and progress on both positive and negative aspects of student learning on a regular basis.</i></p>

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**Confidential Score Summary**

**Teaching Skill**

1. Classroom Climate	1	2	3	4
2. Classroom Organization	1	2	3	4
3. Teacher Organization	1	2	3	4
4. Teacher Image	1	2	3	4
5. Student Management	1	2	3	4
6. Student Control	1	2	3	4
7. Giving Directions	1	2	3	4
8. Instructional Focus	1	2	3	4
9. Time on Task	1	2	3	4
10. Record Keeping	1	2	3	4
11. Collaboration	1	2	3	4
12. Content Knowledge	1	2	3	4
13. Planning	1	2	3	4
14. Delivery of Instruction	1	2	3	4
15. Differentiated Instruction	1	2	3	4
16. Critical Thinking	1	2	3	4
17. Assessment	1	2	3	4
18. Feedback/Reflection	1	2	3	4
19. Staying Current/Cont. Improvmt.	1	2	3	4
20. Parent Communication	1	2	3	4

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